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| ***Standards*** | **D** | **C** | **B** | **A** |
| *Collect, record, organise, display and compare data using real objects, picture graphs and bar-graphs to compare and contrast it* | Is not able either to collect, record, display or interpret data on a bar graph independently or answering questions given by teacher | Collects, records, displays and interprets data on a bar graph made independently.  Data in the table and graph is accurate and can be read.  Answers questions given by teachers comparing data | Collects, records, displays and interprets data on a bar graph made independently.  Data in the table and graph is accurate, and can be read.  Makes 3 statements comparing data \*(most, least, more than, less than, none, same) | Collects, records, displays and interprets data on a bar graph made independently. Data in the table and graph is well organized, accurate, and easy to read.  Makes more than 3 statements comparing data  (\*and difference, N less than, N more than, using ordinal numbers, etc.) |
| *Predict outcomes in order of likelihood* | Is neither able to make reasonable predictions nor to organise a set of possible outcomes in order of likelihood | Makes predictions (although not all reasonable) about possible outcomes or organises a set of possible outcomes in order of likelihood | Makes reasonable and correct predictions about possible outcomes | Makes reasonable predictions about possible outcomes and justifies them properly |
| *Estimate, measure, label and compare time, length, weight and temperature with non-standard units of measurement.* | Is not able either to estimate, compare or measure  **time** or **temperature** | Estimates, compares and measures  **time**: uses day and night; determines before and after in a sequence (5 moments)  **temperature** (hot, warm, cold) | Estimates, compares and measures  **time**: uses day and night; determines what comes before, after in a sequence (7 moments) **temperature** (hot, warm, cold ) justifies answers | Estimates, compares and measures, with non-standard units of measurement,  **time and temperature** (hot, warm, cold, before, after, day, night). Gives reasonable explanations for his answers  Shows understanding of why we need standard units of measurement and knows/names some of them |
| *Identify, label, sort, describe and compare 3D shapes using mathematical vocabulary* | Is not able to Identify some of the 2D shapes (circle, square, triangle, rectangle) that can be made from 3D shapes | Identifies and names some of the **2D** shapes that can be made from **3D** shapes (see\*) | Identifies and names all the **2D** shapes that can be made from **3D** shapes and justifies answers  \*Ej: cylinder- **circle** and **rectangle**  Rectangular prism: **square** and **rectangle** or **all rectangles**  Cube: **only squares**  Sphere: **cirles** | Explains that **2D** shapes (circle, square, triangle, rectangle) can be created by taking apart **3D** shapes  Shows understanding of similarities and differences between 2D and 3D shapes |
| *Find examples, explain symmetry, and complete**symmetrical designs* | Is not able to complete a symmetrical design using concrete materials (4 elements), even using a mirror to check  Ej: misplaces many objects or tends to do an identical copy (not a mirror image) of the design | Completes symmetrical designs using concrete material (4 elements)  Occasionally misplaces some pieces but self-corrects using mirrors or after questioned by teacher | Completes symmetrical designs using concrete material (4 elements) and makes graphic representations of them  If misplaces one piece, easily self-corrects using mirrors | Creates and completes symmetrical designs (more than 4 elements) using different concrete and graphic material  Uses the space freely not always staying close to the middle (line of symmetry) |
| *Describe paths, regions, and boundaries of the immediate environment and follow directions describing position* | Is not able to give simple instructions and describe positions  Is not able to draw a map that show a paths to get to a place | Gives simple instructions and describes positions  Draws a map that show a paths to get to a place | Gives simple instructions and describes positions  Draws maps showing 2 different paths to get to a place | Gives simple instructions and describes positions to find something hidden in the classroom  Draws maps showing 3 or more different paths to get to a place |
| *Identify and describe patterns in everyday situations; extend them and create new ones* | Is not able to find and describe patterns in numbers | Finds and describes some patterns in numbers | Finds and describes patterns in numbers:  In number bonds, in 100 days chart | Finds and describes patterns in numbers:  Increasing sequences-says the “rule” (2, 4, 6… add 2) |
| *Develop understanding of place value system to represent numbers, relationships and operations among them* | **Is able to do 3 or less of the following:**  **Identifies** numbers up to 50 in English  **Orders** numbers up to 50  Makes realistic **estimations** up to 50  **Counts** up to 50 in English  **Counts by tens** | **Is able to do 4 of the following:**  **Identifies** numbers up to 50 in English  **Orders** numbers up to 50  Makes realistic **estimations** up to 50  **Counts** up to 50 in English  **Counts by tens** | **Identifies** numbers up to 50 in English  **Orders** numbers up to 50  Makes realistic **estimations** up to 50  **Counts** up to 50 in English  **Counts by tens** | **Identifies** numbers greater than 50 in English  Orders numbers greater than 50  Makes realistic **estimations** using numbers greater then 50  **Counts** more than 50 in English  **Counts by tens** exceeding 50 |
|  | Is not able either to tell number stories for some combinations of numbers 2-10 using objects, or to write some equations correctly  Is not able to show with objects what a two digit number represents by grouping it into tens and ones | Using objects tells number stories for some combinations of numbers 2-6 and writes some equations; usually uses appropriate Maths vocabulary and writes some equations properly needeing to explain his work in order to understand  Shows with objects what a two digit number represents by grouping it into tens and ones up to ??? | Using objects tells number stories for some combinations of numbers 5-10 and writes some equations; usually uses appropriate Maths vocabulary and writes most equations properly making it easy to understand  Demonstrates with objects what a two digit number represents by grouping it into tens and ones up to ???  Justifies answers | Using objects tells number stories for any combination of numbers 5-10; Uses appropriate Maths vocabulary and writes all equations properly making it easy to understand  Demonstrates with objects what a two digit number represents by grouping it into tens and ones beyond ???  Justifies answers |